



HARBISON WEST ELEMENTARY

257 Crossbow Drive
Columbia, SC 29212

Grades	PK-5 Elementary School	
Enrollment	413 Students	
Principal	Dr. Barbara P. Brockhard	803-476-3800
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Average
2008	Below Average	Good
2007	Below Average	Below Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

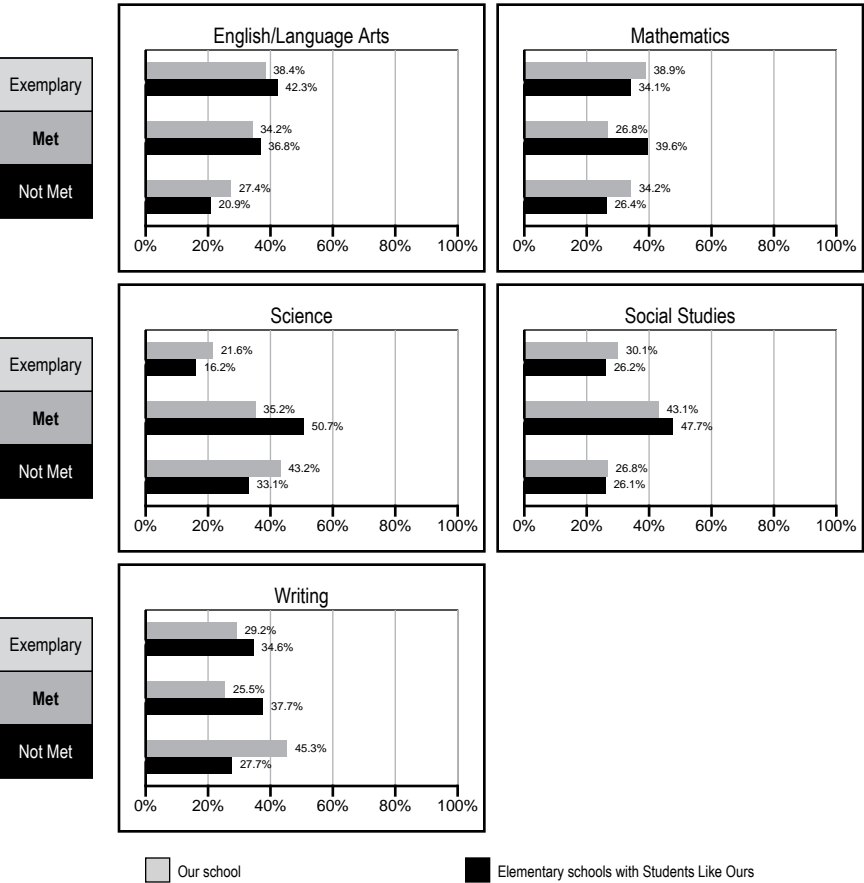
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	65	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=413)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Down from 1.1%	1.1%	1.2%
Attendance rate	99.9%	Up from 96.2%	96.0%	96.1%
Eligible for gifted and talented	21.3%	Up from 7.4%	12.7%	11.7%
With disabilities other than speech	13.9%	Down from 15.1%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 0.3%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	73.5%	Up from 71.4%	59.1%	60.5%
Continuing contract teachers	77.6%	Up from 75.5%	84.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.3%	Up from 71.0%	87.7%	87.0%
Teacher attendance rate	95.4%	Up from 93.9%	95.5%	95.4%
Average teacher salary*	\$46,809	Down 2.8%	\$47,193	\$47,288
Professional development days/teacher	6.0 days	Down from 15.1 days	9.9 days	10.5 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Up from 13.3 to 1	19.4 to 1	19.2 to 1
Prime instructional time	94.7%	Up from 87.8%	91.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$15,898	Up 14.7%	\$7,272	\$7,548
Percent of expenditures for instruction**	64.6%	Down from 65.0%	67.6%	68.7%
Percent of expenditures for teacher salaries**	61.9%	Down from 63.2%	64.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2009–2010 school year at Harbison West Elementary School was an exciting year. Our continued commitment to providing a high quality education for each child in our school was evident by our student achievement gains on the MAP tests.

Our students continue to achieve in many areas. Three students were recognized for their writing accomplishments through the State Superintendent's Writing contest. Nine students were selected to participate in the district's Honors Chorus and the school chorus received an Excellent award at The Festival of Music in Charlotte, NC. The Escolares Academy also presented The Music Man Jr. musical. Many of our students were chosen as winners in art competitions including the State Fair Art Contest and the Columbia Housing Authority Poster Contest.

Our top priority continues to be a focus on student achievement. Every teacher continues training in the use of best practices for instruction with the support of our Literacy Coach, Math Coach, and Technology Integration Specialist. Teachers also focus on data analysis in order to make sound instructional decisions that will best support student learning and instruction.

We strive to meet each child's individual needs at Harbison West Elementary School. Students in kindergarten through fifth grade work on their specific literacy needs through small group instruction with the support of Reading Recovery teachers, three Reading Interventionist, and trained paraprofessionals. All students continue to utilize the Compass Learning Odyssey Lab to work on targeted, explicit instruction in mathematics and reading through the computer.

HWES provides leadership opportunities and after school activities for our students and families. Students can participate in the HWES Morning News Team, Handy Helpers, Safety Patrol, Super Recyclers, and Book Buddies. After school opportunities include: an After School Chorus, HWES Step Team, Drama Club, Chess Club and performances during PTO programs and family night events. Through Project SOAR, students are able to participate in a free after-school program that supports their academic and social learning. The Boys and Girls Club also provides after school care for our students and families.

We promote family involvement through many planned events such as the Back to School Expo, Family Literacy, Family Movie Night, and Fabulous Fine Arts Night. We sponsor Parenting Power Sessions to support our families as they work with their children at home. Parents are also encouraged to volunteer in classrooms, chaperone field trips, participate in the Birthday Book Lunch, and participate in the Parent Teacher Organization.

The Escolares Academy, our district's first magnet program for Gifted and Talented students, was expanded this year as a third and fourth grade class was added. An additional second grade and two fifth grade classes will be added for the 2010-2011 school year. The program continues to grow each year.

The 2009-2010 school year has been a banner year at Harbison West Elementary. Our dedicated staff continues to focus on student achievement and success. We are "Explorers Enhancing Excellence".

Dr. Barbara Brockhard, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	58	35
Percent satisfied with learning environment	94.2%	87.9%	87.9%
Percent satisfied with social and physical environment	92.3%	86.2%	88.6%
Percent satisfied with school-home relations	74.5%	87.9%	97.1%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	RP
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	225	100	27.4	34.2	38.4	83.2	90.5	83.5	Yes	Yes
Gender										
Male	117	100	31.3	35.4	33.3	79.8	87.7	80.1	N/A	N/A
Female	108	100	23.1	33	44	86.8	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	72	100	12.1	21.2	66.7	92.4	94.8	89.6	Yes	Yes
African American	135	100	38.2	40	21.8	76.4	80.7	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.2	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	88.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	64	100	64.2	26.4	9.4	52.8	66.1	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	144	100	36.8	41.9	21.4	76.1	81.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	225	100	34.2	26.8	38.9	73.2	90.4	80.4	Yes	Yes
Gender										
Male	117	100	37.4	26.3	36.4	69.7	88.9	78.4	N/A	N/A
Female	108	100	30.8	27.5	41.8	76.9	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	72	100	19.7	19.7	60.6	84.8	94.8	87.8	Yes	Yes
African American	135	100	45.5	30	24.5	64.5	80.1	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.7	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	64	100	75.5	17	7.5	32.1	65	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	144	100	45.3	32.5	22.2	64.1	79.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	149	100	43.2	35.2	21.6	56.8	81.1	67.3
Gender								
Male	76	100	42.2	40.6	17.2	57.8	80.2	66.9
Female	73	100	44.3	29.5	26.2	55.7	82	67.7
Racial/Ethnic Group								
White	51	100	26.1	28.3	45.7	73.9	88.8	79.6
African American	88	100	52.8	40.3	6.9	47.2	63.8	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	38	100	80.6	12.9	6.5	19.4	52.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	88	100	55.7	42.9	1.4	44.3	63.8	55.4

Social Studies

All Students	147	99.3	26.2	43.4	30.3	73.8	84.4	70.9
Gender								
Male	79	98.7	22.7	45.5	31.8	77.3	83.4	70.1
Female	68	100	30.4	41.1	28.6	69.6	85.4	71.7
Racial/Ethnic Group								
White	46	100	14	27.9	58.1	86	89.2	79.2
African American	89	98.9	34.8	53.6	11.6	65.2	73.2	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.5	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	42	100	63.6	33.3	3	36.4	58.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81.6	68
Socio-Economic Status								
Subsidized meals	103	99	34.6	51.9	13.6	65.4	71.7	60.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	218	99.5	45	25.7	29.3	55	81	72.1	99.9	98.8
Gender										
Male	113	99.1	57	23	20	43	75.2	65.2	99.9	98.7
Female	105	100	31.9	28.6	39.6	68.1	86.9	79.2	99.9	98.8
Racial/Ethnic Group										
White	72	100	30.3	15.2	54.5	69.7	87.5	80.8	99.9	98.8
African American	129	99.2	55.9	29.7	14.4	44.1	66	59.7	99.9	98.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.8	87	99.9	99.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	74.5	64.6	99.9	99
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	99
Disability Status										
Disabled	63	98.4	89.1	7.3	3.6	10.9	39.4	27.7	99.9	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.6	63.7	99.9	99.2
Socio-Economic Status										
Subsidized meals	136	100	58.5	31.4	10.2	41.5	64.4	61.9	99.9	98.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	62	100	43.4	26.4	30.2	56.6
	4	61	100	52.8	32.1	15.1	47.2
	5	73	98.6	32.8	35.9	31.3	67.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	83	100	24.7	20.5	54.8	75.3
	4	72	100	23.7	37.3	39	76.3
	5	70	100	34.5	48.3	17.2	65.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	62	100	45.3	39.6	15.1	54.7
	4	61	100	62.3	30.2	7.5	37.7
	5	73	98.6	40.6	35.9	23.4	59.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	83	100	28.8	24.7	46.6	71.2
	4	72	100	18.6	30.5	50.8	81.4
	5	70	100	56.9	25.9	17.2	43.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	68	28	4	32
	4	61	100	57.4	37	5.6	42.6
	5	36	100	46.9	34.4	18.8	53.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	100	54.3	14.3	31.4	45.7
	4	72	100	28.8	47.5	23.7	71.2
	5	37	100	58.1	35.5	6.5	41.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	32	100	24.1	37.9	37.9	75.9
	4	61	100	46.3	48.1	5.6	53.7
	5	36	100	46.9	40.6	12.5	53.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	43	97.7	24.3	32.4	43.2	75.7
	4	72	100	16.9	50.8	32.2	83.1
	5	32	100	50	42.3	7.7	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	63	98.4	53.8	21.2	25	46.2
	4	62	100	60	34.5	5.5	40
	5	72	98.6	57.1	28.6	14.3	42.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	81	100	44.6	18.9	36.5	55.4
	4	68	100	30.5	32.2	37.3	69.5
	5	69	98.6	60.3	27.6	12.1	39.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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